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ABSTRACT

This issue presents an article entitled "Suggestology and Management," by Gabriel Racle, which establishes a connection between the two fields and shows how a suggestological approach to management could help emphasize the value of the role and status of managers and those managed. In response to requests from readers of the newsletter, a bibliography of basic texts about suggestology in English or French is included. A review of R.W. Bushman's dissertation, "An Intuitive Versus a Rational Presentation Mode in Foreign Language Instruction," is also given. (CPM)

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1977 - 3

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Suggestology and Management

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Gabriel Racle, Ph.D.

Can suggestology make a contribution to human resource management? Although no scientific connection has ever been established(1) the possibility of applying this new science to management deserves to be considered even from a very general point of view. This article will discuss the broad outlines of the idea, and is not intended as a complete definition of such a contribution.

A Science of Relations

Suggestology, or the science of suggestion, studies the relations between an individual and his environment. It has in fact been established that anyone, wherever he is and whatever he does, receives a considerable number of messages from his environment. For the most part, these messages are at the subconscious level but this does not mean that they have no effect on the individual. As G. Lozanov says: "Our theory is based on this: we subconsciously receive signals from all over the world which are suggestive, not rational or conscious. What is suggestive is that which is not conscious and rational..."(2)

One on the most interesting contributions of suggestology is the analysis of the subconscious influence of our surroundings. We receive a number of suggestions of all types from our surroundings; these subconsciously effect our attitudes (unfortunately often in a negative or restricting way) and thereby also affect our behaviour.

The study of this whole area of suggestology interested Dr. Lozanov early in his career as a psychotherapist. In trying to explain why he was successful in treating his patients, Dr. Lozanov concluded that this was attributable to certain suggestive factors that were present in each case: "The results... confirm our concept of a therapeutic mechanism common to most psychotherapeutic methods."(3)

Extensive research was of course done on these factors: "After working for about fifteen to twenty years as a psychotherapist I think there are some factors in this psychotherapeutical communication which get good results. I've come to the conclusion that the same results are possible in pedagogical processes."(4)

Dr. Lozanov's knowledge of psychotherapy led him to a more thorough study of the communication process, particularly the unconscious or emotional relationship between a doctor and his patient. However he believes that such a relationship can exist in virtually every situation where people exchange ideas. "At all times and in all facets of communication we communicate with one another not only logically and consciously but also subconsciously and emotionally."(5)

Dr. Lozanov's transition from psychotherapy to teaching is easily explained in this context since there is a great similarity between the doctor/patient and teacher/learner relationship. There are also many similarities between the objectives of the two "treatments", since in both cases the idea is to effect improvement. A fundamental humanistic concern underlies Dr. Lozanov's approach which explains why he branched out from psychotherapy into pedagogy, without excluding other potential areas. However, he believed that many benefits could be drawn from his research and its applications in the field of education.

A New Approach to Education

By applying the results of his research to his work in teaching, G. Lozanov actually created "a new science of education",(6) or a new approach to teaching.

One important conclusion Dr. Lozanov drew from his work was that there is a social suggestion phenomenon so powerful that it actually determines a social behaviour. The result is that a "normal" average is established and this social norm governs each individual's attitudes. This limits the development of human potential and latent abilities often remain untapped. "Our society imposes a large number of limits resulting from (among other things) routine, fear of novelty, incompetence, charlatanism, school atmosphere (insistence on effort, accent on difficulties, parcelling of subject matter, extension of programs, etc). Ignorance of our own real capacities (physiological and intellectual) is another limiting factor."(7)

In addition, Dr. Lozanov's psychotherapeutic practice showed him that certain positive suggestive factors not only enabled him to treat the psychological or psychophysiological problems of his patients, but also to develop their individual capacities and hence offset the negative effects of the social environment. The most famous cases of suggestive hypermnesia dates back to 1955 and form the basis of the suggestopaedic system or "suggestopaedia". The purpose of suggestopaedia is very clear: using the fundamentals of suggestology, and on the basis of the many experiments, to devise a learning system that makes practical use of the principles of suggestology and pedagogy,(8) in other words a system that changes the learner's attitude toward learning by making it positive. The idea is to create a concrete desuggestion/suggestion dialectic. The objective of such a dialectical process is to free the individual from negative suggestions he has received in the past which limit his development and to stimulate his potential, develop his creativity and personality and at the same time, make it easier for him to assimilate new concepts.

It is obvious, therefore, that suggestopaedia is not first and foremost a teaching method, but much more an

educational philosophy or approach -- an approach that is simple in theory, complex perhaps in practice, but which is above all essentially an overall approach. The suggestopaedic method focusses on the whole person and is designed to develop all his potential abilities.

Hence suggestopaedia takes into account the learner's conscious/unconscious duality, uses every possible suggestive channel and co-ordinates the responses toward one single goal: a positive desuggestion/suggestion process. Thus it can be said that the key to suggestopaedia is the recognition that there is a conscious and an unconscious level in every communication or relational situation. Suggestopaedia has the greatest possible respect for the learner; as far as possible, it eliminates everything that could interfere with or restrict his development, even at the unconscious level. This seems to be in keeping with the values put forward in many circles concerning a new educational order: "To ensure change necessary for social progress, education must stimulate the individual's creative faculties, encourage his development and with it, the development of society. The individual's personal and social development, and his contribution to the improvement of the community constitute the objective and set the standard by which we measure the success of systems and activities in this field."(9)

We have to react against social enslavement to restrictive norms; we have to place more emphasis on individuals and give them the opportunity and resources with which to assert themselves. The problem is complicated by the fact that people do not realize that they are trapped in a rigid social atmosphere or, if they do realize it, they do not have the means to free themselves. Suggestology provides the necessary equipment; suggestopaedia, in the case of teaching, provides concrete solutions.

If we want proof that there is nothing utopian about all this, and that it is realistic to expect that the capacities of individuals increase, we need only compare the Olympic records set in Montreal in 1976 with those set in Stockholm in 1956 or in Paris in 1924. In those days who would have thought it possible to make such improvements? To take another field, who would have imagined speed-reading fifty or even twenty years ago? Who would have dared claim that it is possible to begin teaching an infant how to read from the age of six months?(10) The list of human capacities that have been discovered in recent decades is a long one. Professor Lhermitte expresses the same idea in terms related to his particular field. "Another striking point is the brain's amazing capacity to learn; in the space of about thirty years, young people are now learning -- without much difficulty -- things that mankind spent tens of thousands of years discovering. Moreover, there is reason to be optimistic about the future; a century from now the mass of knowledge will have expanded at a staggering rate and we can be sure that brains at that time -- which in all likelihood will resemble ours -- will absorb it without too much difficulty."(11)

To obtain such results -- that is, to go beyond the mere assimilation of a subject -- we must re-examine the learning situation, and organize or order its various components on the basis of our objectives. We have to establish a practical model in which all the features are part of a desuggestion/suggestion dialectic, which respects the conscious/unconscious levels of the learner and creates a positive approach in him. To do this, several relationships with suggestive implications are taken into account, particularly the teacher/learner, learning/learner and attitude/behaviour relationships, in other words, almost the entire double-level concept. Of course the didactical system is organized, adapted and structured on the basis of the learners, subjects and objectives.(12)

Management and Suggestology

Mutatis mutandis, these factors are the same in psychotherapy, medicine, anaesthesia or teaching. "Balint,(13) was one of the first to show that the doctor/patient relationship is more than a mere professional and technical relationship. It is an emotional relationship in which the two participants are involved." The comments by Dr. P. Guicheney(14) illustrate perfectly what Dr. Lozanov had evaluated and expressed in his work. However, these comments, which also apply to the teacher/learner relationship, are valid for the boss/employee or manager/staff relationship, since a special communication situation inevitably exists between the person in charge of a service or organization, and the staff of the service or organization. Although it is not as visible as the doctor/patient relationship in a consulting room, or the teacher/learner relationship in a classroom, this particular situation is equally real and must be seen as a specific relationship that suggestology can study.

The situation contains all the components of double level communication, and in addition there is the very special relationship between the "boss" and his "employees". This reinforces the presence of suggestive factors (that is, unconscious and irrational factors); the questions of prestige and authority in particular assume considerable importance. Comments made regarding a teacher apply in this case as well: "If the teacher is authoritarian, if his attitude in class is tyrannical and egotistical, the student is crushed. He does not develop, but rather becomes dependent on the teacher. The teacher becomes the stimulus needed to provoke a response, and the response is nothing but a reaction to the stimulus, and cannot go beyond the limits set for it. No appeal is made to the student's creativity, he remains passive, dependent, restricted."(15)

Without going into greater detail for the moment, we can begin to understand how suggestology can provide a complete analysis. It is complete because it takes into account both the conscious and unconscious levels in the relationship between a manager and the group of people for which he is responsible, and in the role and status of the manager and their effects at both levels. Role may be defined as "the common content in the role expectations of the members of a social group",(16) and status as "the position occupied by a given individual in a particular system at a given time."(17) However, the status of a manager depends on his staff: it is his employees who establish it by

providing their "confidence" and "availability". We are not considering "status" merely from the administrative or structural point of view, but also from a functional point of view. The perspective changes from authoritarian to authority, from hierarchy to competence. At the same time there is a correlation between status and role on the basis of the created or pre-existing expectation.

This leads us to another important sector in which suggestology can be used to advantage: the learning/learner relationship in terms of suggestopaedia, that is, the relationship between the job to be done and the person who does it. In the end it amounts to achieving the common objective of the two parties, which we referred to as recovery in the case of the patient, learning in the case of teaching, anaesthetization in the case of psychogenic anaesthesia, a specific task in the case of management. The significance of the results is directly proportional to the extent to which the person's attitude is positive. Attitude is the essential factor. The important thing is not the behaviour of the patient, student or employee, but rather his attitude toward the recovery, learning or job. Naturally, this attitude is determined to a large extent by the type of personal relationship that exists between the manager and the employees. Positive suggestive interrelationships are impossible without a general suggestive atmosphere. Rather than trying to direct behaviours, sometimes in a very authoritairan manner, the objective is to develop attitudes.

Furthermore, there is a close relationship between expectations, attitude and motivation, and this is a determining factor in obtaining significant results. And attitudes are determined by suggestive factors and motivation could be expressed in emotional (suggestive) terms. Where there is a response to an expectation, a person's attitude to the process, the content and the people involved in implementing it become positive. This in turn involves a strong emotional connotation (motivation). Motivation is valuable in any area and management is no exception. Hence, skill in management lies in having as comprehensive and specific a knowledge as possible of all the suggestive factors at work and using this knowledge to create an atmosphere that is both general and specific and allows individuals to develop their potential in the performance of their duties.

We must keep the humanistic perspective of personal development in mind -- it must be dominant in this concept of management. The use of suggestology in management emphasizes personality development, and this is translated into a positive, creative contribution to the development and smooth operation of the organization.

An analysis of management from the point of view of suggestology leads us to consider a series of factors from the standpoint of performance, apparent satisfaction of individuals, and from the more profound viewpoint of the overall, conscious-unconscious relationship between people. The performance/satisfaction dichotomy is replaced by an integrated process involving both emphasis on the individual and accomplishment of tasks. Attitudes play a fundamental role in this process, and this is one of suggestology's major contributions.

Suggestology, which has given rise to suggestopaedia, suggestotherapy, psychogenic anaesthesia, and so on, has a concrete form and can be implemented in various ways. A famous example is that of the Hawthorne Works of the Western Electric Co. in Cicero, Illinois in the 1920's.

It is well known that the idea behind the experiment was management's desire to increase the production of telephone equipment to keep pace with the growing demand. It was first decided to increase the lighting; increased light brought about increased production, but when an attempt was made to confirm this, it was found that decreased light also brought about increased production. Subsequent experiments, particularly those with a group of women workers who assembled switches, confirmed that increased productivity was in fact attributable to a change in the group's attitude toward the company. Changes in the lighting or other changes in working conditions were seen as demonstrations of management's positive attitude. The negative results obtained with a group of welders seems to confirm this interpretation. In this case, productivity itself may have been considered and not the attitude of the members of the team. The same causes do not seem to have produced the same effects, but it is essential to go beyond the purely conscious level and consider the implications of the second level. If an action is unconsciously seen as an attempt to increase productivity, and not an indication of increased emphasis on people, there is a tremendous difference in the final result.

The Hawthorne effect is a suggestive effect in a management situation, and shows, through opposite results, that it is not an automatic, mechanical effect (which would be significant in itself). Suggestology makes for better understanding. People are more important than productivity, because in the end productivity is dependent on people. Suggestopaedia, when applied to language teaching, has shown that the learner is more important than the method, and that teaching methods should be based on the learner, his potential and his conscious and unconscious reactions. We would come to the same conclusions if we were to apply suggestology to management.

Consequences

Our intention here is not to write a treatise on suggestology in management, but to establish a connection between the two fields. Consequently we have selected a few areas of similarity, which we plan to develop later. Meantime, a few general comments seem justified on the basis of present knowledge.

Suggestology provides educators with more complete, broader training that increases their skill. Learners of all ages and all disciplines experience the benefits of a system that attaches importance to learning. The same applies in the field of suggestotherapy, in which communication between the therapist and the patient is of great importance. Human resources management is another area in which suggestology could be applied to improve relations between managers and employees.

Training in suggestology for managers should help us achieve more efficient and more satisfactory management by increasing the competence of managers at all levels. It would be a humanistic type of management designed to develop people's potential by creating a positive, encouraging, and hence more "productive" work situation.

According to recent statements on the subject, it seems that this would meet a real, urgent need. For example, the following comment is found in the 1976 Annual Report of the Public Service Commission of Canada: "Many public servants now feel overwhelmed by a faceless bureaucratic machine and some, it would seem, have lost their sense of belonging."(18) Using a suggestological approach, the comments of F. Leclair regarding teaching can be applied here by changing only a few words: "What is at issue here is social justice, that is, respect for the right to develop a personal social life; it is not a question of justifying a priori the status of the teacher nor of justifying systems and institutions which, in my view, are in need of a major overhaul. But what will be the good of structural changes without objectives acceptable to the players involved and without their willingness to adapt traditional processes to these objectives?"(19)

A suggestological approach to management, while still maintaining a hierarchy of responsibilities, would help upgrade the true responsibilities and put them in their proper perspective. There has been discussion of problems or conflicts relating to power and authority or authority and competence; we are all familiar with the rivalry that exists between the various administrative levels. We all know about secret consultations, decisions made without consultation, bureaucratic solutions, administrative problems, and so on. The result is not greater efficiency, since if there is any effect on attitudes at all, it is usually negative. The crux of the matter is that efficiency is impossible without appropriate attitudes, and appropriate attitudes are impossible without respect for people, recognition of their competence and development of their potential.

When applied to teaching, suggestology renews the role of the teacher and also his status: "The main idea is to develop the teacher's abilities to the full by showing him the value of his role and by giving him the capacity to develop his potential. This will increase the teacher's motivation that much more, and will prove to be beneficial to both him and his students."(20) At the same time it also renews the student's role and status and the result is that learning is more efficient.

Efficient management of human resources -- if we consider just efficiency -- could most definitely result from a suggestological approach to management, which cannot help but emphasize the value of the role and status of managers and those managed. The stakes are considerable and deserve our attention.

Notes

1. Except for the reference in our article: *A New Development in Education*, **Training 77**, March 1977, pp. 7-9.

2. G. Lozanov, Round Table in **A Teaching Experience with the Suggestopaedic Method**, Ottawa, 1975, p. 292.

3. G. Lozanov, **Sugestologia**, Sofia, 1971, p. 17.

4. G. Lozanov, **Round Table**, p. 282. And also, as we shall see, to management processes.

5. *Ibid.*

6. G. Lozanov, **Sugestologia**, 1971, p. 8.

7. G. Racle, *Introduction to Suggestopaedia* in **A Teaching Experience with the Suggestopaedic Method**, p. 216.

8. We are using pedagogy in its generic, accepted meaning of science of education; it applies to children as well as adolescents and adults.

9. F. Leclair, *The Values Implicit in Teaching*, **Training 77**, June 1977, p. 5. Many other passages from this text could have been quoted.

10. D.D. Steinberg, M.T. Steinberg, *Apprendre à lire avant de savoir parler*, **Communication et langages**, 1976, 30, p. 57.

11. F. Lhermitte, **Le cerveau et la pensée**, Paper presented at the 71st French-language congress on psychiatry and neurology, Monaco, 1976.

12. For further details on the suggestopaedic system of teaching, readers may consult: G. Racle, *A Suggestopaedic Language Course*, in **A Teaching Experience with the Suggestopaedic Method**, pp. 237-246.

13. M. Balint, **Le médecin, son malade et la maladie**, Paris, 1966, p. 235.

> "The most active drugs", reported Dr. Kantor in the January 1959 issue of **Science of Mind**," can become relatively inactive in the hands of a physician who is not held in sufficient esteem by the patient and a relatively "inactive" or even inert preparation may become highly potent when administered by a very authoritative physician". Allen Spraggett, the Power of Desuggestion in N. Regush (Ed.), **Frontiers of Healing**, New York, 1977.

14. P. Guicheney, **Qu'est-ce que le médecin?**, Paris, 1974, p. 3.

15. G. Racle, *Teachers and Suggestopaedic Language Teaching*, in **A Teaching Experience with the Suggestopaedic Method**, p. 251.

16. Sarbin and Jones in A. Levy, **Psychologie sociale**, Paris, 1968, p. 94.

17. P.B. Schneider, **Psychologie médicale**, Paris, 1969, p. 189.

18. **1976 Annual Report,** Ottawa, 1977, p. 7. The Report is signed by E. Gallant, Chairman of the Commission, and A. Szlazak and J. Edwards, Commissioners.

19. *Op. cit.*, p. 5.

20. G. Racle, *op. cit.*, p. 256.

Bibliography: Basic Texts

We received from everywhere requests from interested correspondents for basic documentation available in either English or French. In order to answer those requests we give below a bibliography of the most important texts published in either language. These texts give a fairly good idea of what suggestopaedia is all about, and thus provide basic documentation. For texts available in French, see the French section of this publication.

Lozanov, G., *The Suggestological Theory of Communication and Instruction.* **Suggestology and Suggestopaedia,** 1975, 1, 3.

Lozanov, G., *The Nature and History of the Suggestopaedic System of Teaching Foreign Languages and its Experimental Prospects.* **Suggestology and Suggestopaedia,** 1975, 1, 1.

Lozanov, G., *Foundations of Suggestology.* In: **Problemi na Suggestologiyata,** Sofia, 1973.

Lozanov, G., *A General Theory of Suggestion in the Communications Processes and the Activation of the Total Reserves of the Learner's Personality.* **Suggestopaedia-Canada,** 1977, 1.

Racle, G., *Introduction to Suggestopaedia.* In: **A Teaching Experience with the Suggestopaedic Method,** Ottawa, C.F.P. 1975.

Racle, G., **A Suggestopaedic Language Course.** *Id.*

Racle, G., **Teachers and Suggestopaedic Language Teaching.** *Id.*

Racle, G., **The Linguistic Approach in the Suggestopaedic Teaching of Languages.** *Id.*

Racle, G., *A New Development in Education,* **Training 77,** 1977, March.

Szentgyörgyvari, A., **Technemes in a Suggestive Pedagogy.** *Id.*

Walsh, D., **The Effectiveness of Suggestopaedia in Second Language Competence and Performance.** *Id.*

Round Table: Suggestology and Suggestopaedia. G. Lozanov, O.W. Markley, E. Philipov, G. Racle, A. Szentgyörgyvari. *Id.*

A Teaching Experience with the Suggestopaedic Method can be obtained from: Publishing Centre, Mail Order Service, Department of Supply and Services, Ottawa, Ontario. K1A 0S9. Canada.

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REVIEW

An Intuitive Versus a Rational Presentation Mode in Foreign Language Instruction

R.W. Bushman

A dissertation presented to the Department of Educational Psychology, Brigham Young University, August 1976.

R.W. Bushman has returned, this time with a new thesis on the subject of suggestopaedia. Continuing along the lines of his previous paper, which we discussed in another report, Bushman has tried another experiment, in which a comparison is made of the results obtained by Russian language students subjected to two different types of presentation one intuitive and the other rational. The intuitive type is a modified "suggestopaedic" presentation referred to by Bushman as reoperationalization, in which music is replaced by a finger painting session. The rational mode uses mnemonic aids in its presentation of pronunciation and vocabulary. In all other aspects of the learning process, both groups receive identical -- and, according to Bushman, suggestopaedic-treatment.

Bushman believes that all of his students are ensured equal suggestopaedic treatment, the difference being in the elimination of artistic activity for one group. Hence it should be possible to determine whether the artistic aspect is an essential part of suggestopaedia, a prerequisite for the success of the method.

Two teachers are responsible for teaching two groups of students, both of which contain an experimental and a control group (8 and 7 students respectively for painting, and 5 and 9 respectively for mnemotechnics). This experiment demonstrated no significant differences between the groups.

Bushman concludes that an intuitive presentation can be as effective as a rational one, just as artistic activity can be as effective as the mnemotechnics.

Bushman believes this conclusion can be taken a step further; he suggests that the gains from suggestopaedic treatments (elsewhere) are explained not by the artistic factor (music) but by the emphasis placed on

communication and the warm emotional atmosphere that prevails in the course. However, he is careful to add that additional research is needed to substantiate this proposition (p. 45).

Here again, we shall not enter into the technical details of Bushman's experiment or its results. We would like instead to make a few comments in terms of suggestology and suggestopaedia in general.

First, we noted that the three lessons used by Bushman's teachers are shorter than the regular lessons in suggestopaedia. The first, a passage from the Gospel, is only 64 lines long, including some composed of only one or two words. By comparison, the first lesson in Russian at the Institute in Sofia is 160 lines long. Here again, Bushman does not seem to have attached much importance to this point, which is a pity, since the suggestive effect of a large amount of material should be taken into account. On the other hand, in a comparison of this kind, it may be difficult to present as much linguistic content as is possible in the same amount of time when a more conventional presentation is used. In addition, there is nothing in the paper to indicate whether Bushman used intonations or double planeness. It should also be noted that the teachers were not specially trained to work in suggestopaedia. These details are not insignificant when Bushman goes beyond the context of his experiment and discusses suggestopaedia per se, since it is not clear at that point whether we are talking about the same thing.

In another vein, under the pretext that the "underlying philosophy" of suggestopaedia has already been adequately explained elsewhere, Bushman does not explain his understanding of the theory of suggestology and its application to teaching or suggestopaedia. This raises a serious problem since the reader often wonders how Bushman himself interprets the subjects he is discussing in his paper. In his treatment of prestige, suggestion, pseudo-identities, relaxing atmosphere, stylized lesson format and communication performance criteria, disparate elements are lumped together without any connection being made between them. (Incidentally, Bushman did not use fictitious identities in his own experiment.) In particular, we have noted that Bushman makes no mention of the role of the arts, and specifically of music, in the suggestopaedic method. Nor does he discuss double planeness, the importance of the language program for the presentation of each lesson, or rhythm. Most seriously, there is no mention of the fundamentally Gestalt character of the suggestopaedic approach. Yet all this is basic; it is a little too simplistic to say that suggestopaedia is intuitive (and mnemonics rational).

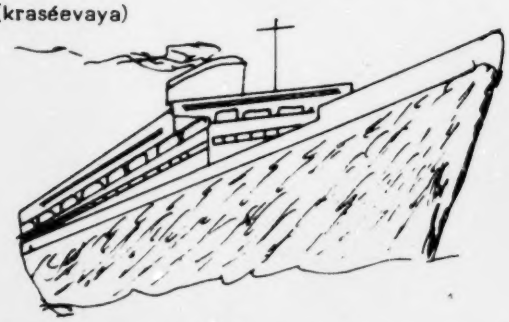
Lozanov said on several occasions that "the suggestopaedic system... is a global approach to personality" (Lozanov, 1975, p. 303). This, incidentally, fits with the idea of integral psychotherapy, which he put forward as early as 1965. The statement is particularly true of music, which only acts in association with other recognized suggestive factors. Furthermore, music is not the only artistic activity incorporated into suggestopaedia. Other activities, such as mime, song, plays, dramatic reading and rhythm, to mention a few, are all just as much a part of the suggestopaedic learning method as are concert sessions. Hence, the elimination of music does not usually ensure the elimination of art from the suggestopaedic method. Bushman replaces one artistic activity (music) with another (painting). No conclusions may be drawn from his experiment beyond this point, if, at least, he included other artistic activities in his course -- and we are not told this. Immediately an important question springs to mind: how can one replace music by painting and claim that such a form of presentation is still based on the suggestopaedic model? This is a key point. Bushman posits that finger painting equals listening to music, and bases his conclusions on this assumption. In vain the reader hunts through the thesis for some demonstration of this major point. There is no mention anywhere of the role of music or the fact that it can be replaced by painting.

Music has a definite role in Suggestopaedia; it facilitates the creation of a state of "pseudopassivity"

KRASEEVAYA = BEAUTIFUL

My cross-sea voyage was just beautiful!

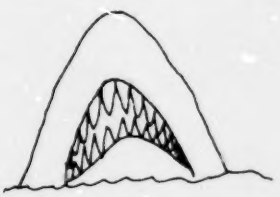
(kraséevaya)



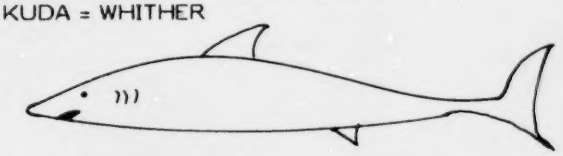
SEECHAS = NOW

See Jaws now!

(seechas)



KUDA = WHITHER



Whither the baracuda? (kuda)

In closing, we should like to raise one more question. Can one be sure that the mnemonics used are purely rational? Do they contain no emotional aspects at all?

(Lozanov 1971, 1973, 1975), one in which psychological relaxation is associated with the concentration of higher psychic activity. This special "psychic state" also mentioned by Lozanov (1974) helps "open up the human mind" (Lehman, 1973). Physiological research would appear to back up these findings, and Chauchard's statement to the effect that "in their explanation of reactions to suggestion, psychic physiology and psychology are in total agreement" (1974) is probably applicable here too. We will return to all these questions later, but at this point it is more important to stress the special role of music and then determine whether finger painting performs the same functions. We know that activities of this sort involving observation, voluntary control, attention and so forth are considered a form of "active concentration". A certain amount of physical energy is also required. In short, there is no evidence that finger painting creates a state of pseudopassivity equivalent to one created by music. Bushman has not stopped to establish a comparison between music and painting. Since the assumption on which his experiment is based has not been proven, Bushman's theory loses a great deal of credibility. At the very most, we can conclude that a mnemonic presentation is equivalent to a presentation accompanied by painting. But is it equivalent to a presentation accompanied by a concert? The question remains unanswered.

As in the case of Bushman's first experiment, this one appears to have been organized much too hastily and to provide no conclusions of any value for suggestopaedia itself.

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